



## MALCOLM C HURSEY ELEMENTARY

4542 Simms Street  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	359 Students	
<b>Principal</b>	LaDene' Conroy	843-745-7105
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>At-Risk</b>	<b>Below Average</b>
2009	At-Risk	Below Average
2008	At-Risk	Below Average
2007	At-Risk	Below Average
2006	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

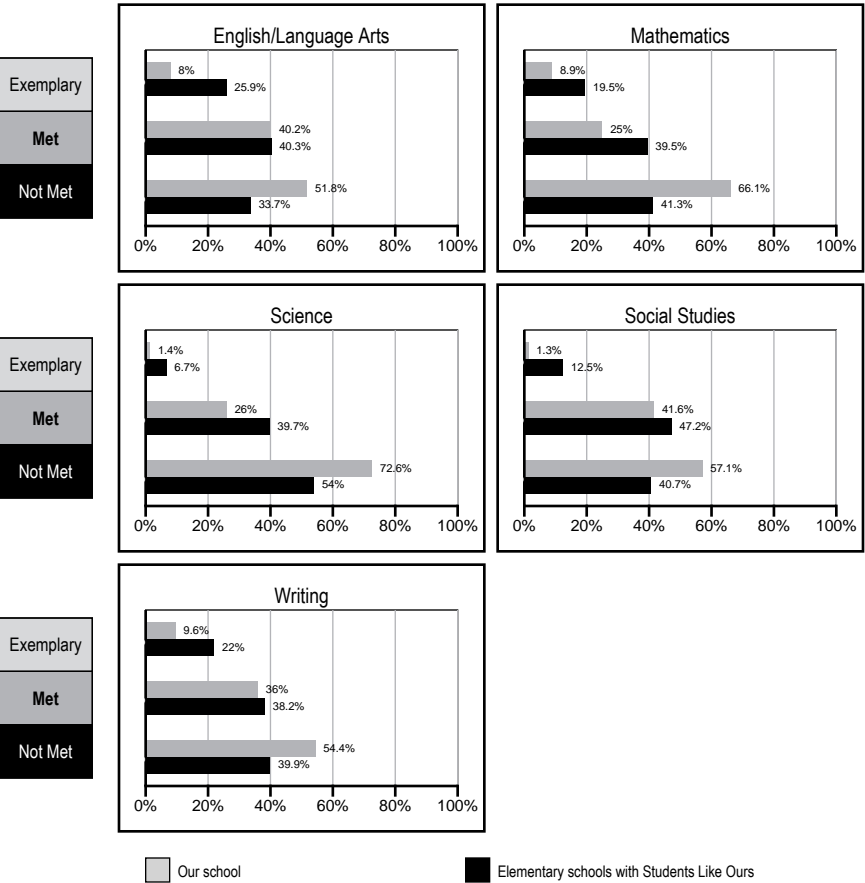
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	3	100	55	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=359)				
First graders who attended full-day kindergarten	92.5%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Down from 2.4%	1.5%	1.2%
Attendance rate	94.4%	Down from 94.9%	95.8%	96.1%
Eligible for gifted and talented	3.6%	Up from 2.5%	4.9%	11.7%
With disabilities other than speech	7.8%	Up from 6.5%	8.5%	8.0%
Older than usual for grade	0.5%	Up from 0.0%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	57.6%	Up from 52.9%	60.0%	60.5%
Continuing contract teachers	57.6%	Up from 41.2%	80.0%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	77.9%	Up from 73.7%	84.2%	87.0%
Teacher attendance rate	97.5%	Up from 95.4%	95.4%	95.4%
Average teacher salary*	\$42,116	Up 4.0%	\$45,268	\$47,288
Professional development days/teacher	14.8 days	Up from 8.2 days	10.7 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.5	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 18.3 to 1	17.5 to 1	19.2 to 1
Prime instructional time	91.5%	Up from 88.9%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	88.9%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,630	Down 6.7%	\$8,409	\$7,548
Percent of expenditures for instruction**	67.4%	Up from 63.7%	68.1%	68.7%
Percent of expenditures for teacher salaries**	62.5%	Up from 59.6%	62.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Malcolm C. Hursey aligns itself with innovative practices and creative programming that guarantees results. We collaborate as a professional learning community and work in concert with our community partners and district. Hursey has successfully constructed its first Montessori Children’s House in a Title I school. The three primary units invite sixty, two to five year-olds, and the two Lower Elementary units serve children in 1st-3rd grades. The Montessori teachers complete their program of studies at Lander University and are AMS credentialed. We are fully involved with the Montessori Expansion Project for the North Charleston Innovative Zone. As we expand the Montessori classrooms, we will transfer the last grade of the school to our partner school and decrease our conventional early childhood classrooms. Our configuration will be PreK-4th for next school year. We will continue to offer single gender classrooms in fourth grades, increasing our students’ risk-taking as student-learners paired with high achievement and decreasing behavior referrals.

Our academic rigor offers best literature as a tool to motivate and connect students to authentic daily reading and writing experiences across all content areas. The teaching staff participates in weekly team meetings to sustain professional development and analyze the data. Our two data walls provide a visual that shows we are rigorous and intentional about our teaching. The instructional coaching models afford our teaching staff an “over-the-shoulder” perspective in early childhood, elementary and Montessori strategies, tools and resources paired with research-based best practices based on the National Professional Development Standards.

The Charleston Plan for Excellence leads Hursey with its instructional framework. The School Improvement Council, the Leadership Team, and teaching staff work collaboratively to implement the school renewal, technical assistance, and Title I plan. The SC State Standards and the Coherent Curriculum are the guides for instructional planning and delivery. We set the goals high and nurture the phases of learning development for each child. The teachers are expected to explain, model, demonstrate, guide, coach, and inspire children daily. Our academic interventions are carefully monitored and adjusted to ensure academic growth and behavioral success.

Connecting families to outside agencies fortifies a network of productive persons who problem-solve and share best plans on behalf of children. We rely on our strong character education program paired with positive intervention systems. Our partnerships with Mental Health, Reading Soul Mates, Senior AmeriCorps Volunteers, School of the Arts senior teacher cadets, and Parks and Recreation provides mentors and volunteers. Plus, business partners strengthen the continuum of services we offer our students and support instructional needs. We offer parenting and literacy classes, job-seeking skills, and health-related sessions to our families.

Our positive culture and climate creates a nurturing environment, where all students may reach their potential and parents feel and know they are welcome. Our focused commitment nourishes the children’s progress towards academic success. The “golden compass” guides us to brighter horizons as we launch learning landscapes.

La Dene’ A. Conroy, Principal  
Myra Summers, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	31	24
Percent satisfied with learning environment	92.9%	90.3%	95.7%
Percent satisfied with social and physical environment	92.9%	86.7%	87.5%
Percent satisfied with school-home relations	78.6%	83.9%	100.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.1%	0.0%	No
Student attendance rate	94.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	132	100	50.9	39.7	9.5	70.7	85	83.5	Yes	Yes
Gender										
Male	73	100	59	32.8	8.2	59	81.6	80.1	N/A	N/A
Female	59	100	41.8	47.3	10.9	83.6	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	14	100	50	33.3	16.7	75	95.3	89.6	I/S	I/S
African American	112	100	51	40.8	8.2	70.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	23	100	70	20	10	40	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	53.2	38.5	8.3	68.8	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	132	100	65.5	25	9.5	51.7	81	80.4	No	Yes
Gender										
Male	73	100	67.2	23	9.8	45.9	78.9	78.4	N/A	N/A
Female	59	100	63.6	27.3	9.1	58.2	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	14	100	50	41.7	8.3	75	94.5	87.8	I/S	I/S
African American	112	100	68.4	23.5	8.2	49	68	69.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	23	100	85	10	5	40	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	67	24.8	8.3	48.6	70.2	72.8	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	88	97.7	72.6	26	1.4	27.4	67.4	67.3
Gender								
Male	45	95.6	70.6	26.5	2.9	29.4	66.2	66.9
Female	43	100	N/A	N/A	N/A	25.6	68.5	67.7
Racial/Ethnic Group								
White	12	91.7	I/S	I/S	I/S	I/S	89	79.6
African American	71	98.6	74.6	23.7	1.7	25.4	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	4	I/S	I/S	I/S	I/S	I/S	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	15	86.7	N/A	N/A	N/A	9.1	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	58.2	58.6
Socio-Economic Status								
Subsidized meals	85	97.7	75.7	22.9	1.4	24.3	49.3	55.4

Social Studies

All Students	89	97.8	57.1	41.6	1.3	42.9	73.8	70.9
Gender								
Male	50	100	N/A	N/A	N/A	28.6	72.3	70.1
Female	39	94.9	40	57.1	2.9	60	75.3	71.7
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	80	98.8	60.9	37.7	1.4	39.1	58.4	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	15	86.7	N/A	N/A	N/A	27.3	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	66.7	68
Socio-Economic Status								
Subsidized meals	83	97.6	59.2	39.4	1.4	40.8	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	134	95.5	53.6	36.6	9.8	46.4	75	72.1	94.4	95.7
Gender										
Male	72	95.8	67.8	27.1	5.1	32.2	69.1	65.2	94.5	95.5
Female	62	95.2	37.7	47.2	15.1	62.3	81	79.2	94.2	95.8
Racial/Ethnic Group										
White	14	85.7	I/S	I/S	I/S	I/S	91	80.8	93	95.8
African American	113	96.5	53.7	36.8	9.5	46.3	60.2	59.7	94.4	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	97.2	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	63.7	64.6	97	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	95.5	95.6
Disability Status										
Disabled	20	80	N/AV	N/AV	N/AV	6.7	28.4	27.7	92.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.5	63.7	95.9	96.3
Socio-Economic Status										
Subsidized meals	124	95.2	56.2	35.2	8.6	43.8	61.1	61.9	94.2	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	42	97.6	48.6	27	24.3	51.4
	4	32	100	51.6	35.5	12.9	48.4
	5	36	100	34.4	46.9	18.8	65.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	59.6	27.7	12.8	40.4
	4	45	100	42.1	50	7.9	57.9
	5	35	100	48.4	45.2	6.5	51.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	42	97.6	70.3	24.3	5.4	29.7
	4	32	100	48.4	45.2	6.5	51.6
	5	36	97.2	38.7	58.1	3.2	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	78.7	14.9	6.4	21.3
	4	45	100	60.5	28.9	10.5	39.5
	5	35	100	51.6	35.5	12.9	48.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	20	100	50	38.9	11.1	50
	4	32	100	N/AV	N/AV	N/AV	25.8
	5	19	100	41.2	52.9	5.9	58.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	25	92	N/A	N/A	N/A	5
	4	45	100	65.8	31.6	2.6	34.2
	5	18	100	N/A	N/A	N/A	40
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	21	95.2	73.7	21.1	5.3	26.3
	4	32	100	54.8	41.9	3.2	45.2
	5	17	100	40	53.3	6.7	60
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	27	96.3	62.5	33.3	4.2	37.5
	4	45	100	N/A	N/A	N/A	50
	5	17	94.1	N/A	N/A	N/A	33.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	42	97.6	44.7	39.5	15.8	55.3
	4	32	96.9	50	36.7	13.3	50
	5	40	87.5	53.1	37.5	9.4	46.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	55	92.7	59.1	31.8	9.1	40.9
	4	45	100	50	36.8	13.2	50
	5	34	94.1	50	43.3	6.7	50
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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